

OUTREACH LINKAGES



UNIVERSITY
OUTREACH

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EXPANDING INSTRUCTIONAL OUTREACH

Director of Instructional Outreach Joins Staff

I am pleased to announce that Barbara Fails, Ph.D., Associate Professor of Horticulture and Assistant Director for Outreach in the College of Agriculture and Natural Resources, has agreed to join our staff as Director of Instructional Outreach beginning on February 1. With her experience in program development within CANR, Fails brings just the skills needed to extend more of the University's graduate and continuing professional education programs to all parts of Michigan and, using advanced distance education technology, beyond.

Fails will take a leading role in helping enact the University's commitment to making its instructional programs more widely and conveniently available to residents and organizations. She will assume direct responsibility for stimulating the development of new instructional programs across the departments and colleges of the University. Her portfolio will include degree programs and credit and continuing career development certificate programs, with a



Robert L. Church,
Acting
Vice Provost
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special emphasis on incorporating distance educational technologies into more facets of the University's off-campus and continuing professional education efforts.

In addition, she will have major responsibility for coordinating the various services that the Office of the Vice Provost provides to support the academic units' instructional outreach work. Among these services are the University's six regional offices (with

Michigan State University Extension) and marketing services (in conjunction with Diane Zimmerman, Ph.D., Director of Outreach Advancement/Marketing and Administration). As a member of the unit's senior leadership team, the director will be expected to contribute to the full range of outreach initiatives including partnerships, outreach scholarship, and institutional development.

Fails will be located in the instructional office suite at 51 Kellogg Center. Her phone number will be 353-0791.

This issue of Outreach Linkages introduces new team members who bring their skills and enthusiasm to the outreach mission. It further highlights faculty outreach projects that range from newborns and their parents through school age children, to college-level student tutors, and out into the adult community with distance learning opportunities on the Internet. We welcome your comments, observations, and questions.



Initial Evaluation Complete for K-12 Philanthropy Project

by Patricia Miller

Michigan State University evaluators have completed an initial evaluation of a curriculum development project that will result in the introduction of philanthropy studies in Michigan schools. Directed by the Council of Michigan Foundations and supported by a W.K. Kellogg Foundation grant, with assistance from the Lilly Endowment, the MSU part of the project aims to measure the effects and capture the lessons learned as a philanthropy curriculum is written, piloted, and infused across K-12 studies. Public and private, urban and rural, and elementary, middle, and high schools are included.

The primary question being posed by this project is: Does education in philanthropy and volunteerism make its recipients more philanthropic and more likely to volunteer in their adult lives? The question will be answered by formative, summative, and projected longitudinal studies.

The chosen model is participatory and developmental. Teachers, evaluators, and the project steering committee collaborate actively in defining the overall project benchmarks, in gathering and analyzing data, and in reflecting on both the process and the outcomes from a variety of perspectives. The emerging formative findings will continually change and refine the project as it proceeds.

The three overall goals of the MSU evaluation are:

- Construct a research shell of questions, issues, and inquiry processes
- Elicit periodic reflection on the information being

collected, the process of the project, and the reactions and thoughts of the teachers

- Develop periodic reports on the project process and lessons learned

During the past 12 months, MSU evaluators have conducted three studies. The principal investigator on the evaluation project, Brian Silver, Ph.D., professor of political science, constructed a survey instrument consisting of 140 questions, of which about 10% were open-ended. A total of 34 teachers, or 81% of the group, returned the surveys, and Silver produced a full report on the baseline information.

In the second project, Mark Wilson, Ph.D., professor of geography, initiated a reflective "journaling" project with an electronic invitation to teachers to reflect periodically and in their own words and chosen format on their experiences as they worked through the project. Wilson performed an analysis of the 13 journals received in round one.

The third investigative piece was conducted by Lorilee Sandmann, Ph.D., Director, University Outreach. Sandmann and Charles Baker-Clark, a research assistant, conducted 45-60 minute personal interviews with 14 project stakeholders using a structured interview protocol with open-ended questions. The purpose was to elicit information on stakeholders' perceptions of issues such as the definition of philanthropy, the purpose and impact of the project, and the potential factors influencing the project's success.

Lessons learned from all three studies produced strongly convergent themes. The primary issue was,

first, communication among teachers and then among the project leaders, school administrators, and peers. Communication was named a critical success factor in all phases of the project. Resources, including sufficient time, background materials, access to computer training, understanding the use of e-mail and the Internet, and the support and encouragement of school administrators, weighed heavily on the progress and satisfaction of the teachers. Another prime issue was finding sufficient motivation for the teachers to work independently.

An interesting and unexpected finding was that school culture, even more than state standardized assessments, might prove to be the largest hurdle in the successful implementation of the newly written philanthropy curricula. Another important lesson was that rewards for teacher participation in the project must exceed the high expected level of personal satisfaction and must include peer recognition, school board and school administration acknowledgment, and recognition by professional teacher and school organizations.

MSU evaluators will continue their work as the curriculum is piloted and infused over the next school year. Another survey will be conducted and more journal requests will be made of the teachers. Plans are under way to produce reports and disseminate them to a broad audience of stakeholders and educators.

To receive a full copy of the report, please contact Pat Miller at 432-0743 or by e-mail at <mille193@pilot.msu.edu>.

Early Head Start Program Boosts Positive Life Chances

by Patricia Miller

Early intervention in the process of starting an infant on the road to adulthood positively affects the social, physical, and mental development of the young child. MSU Outreach Partnerships is working with community-based organizations to develop and evaluate programs to do just this—increase the chance for positive outcomes in infant and child development by involving the infant’s entire extended family with appropriate community services.

The Early Head Start program is offered to families who are pregnant or have a child ages birth to three. The program strives to meet the medical, physical, social, emotional, and developmental needs of children and to link families to support services.

Hiram Fitzgerald, Ph.D., Director, Applied Developmental Science and University Distinguished Professor, Department of Psychology, says, “The Early Head Start program not only assists the community in its efforts to provide improved outcomes for children. It also assists the university in its efforts to apply knowledge in a collaborative learning environment that is mutually beneficial and satisfying.”

Early Head Start programs focus on the new or anticipated arrival and other family members such as moms, dads, significant others, and siblings. Services take place primarily in the home on a weekly basis for 1½ hours. Services include parent/infant activities, child development activities, support groups for family, linkages to community services and resources, and smooth transitions to traditional three- to five-year-old Head Start programs. In Jackson, Lenawee, and Hillsdale counties, 78 families were served by Early Head Start last year, including 42 babies born into the program, under the auspices of the local Community Action Agency of Jackson, Lenawee, and Hillsdale counties.

MSU’s faculty team includes Rachel Schiffman, Ph.D., R.N., College of Nursing, who directs an interdisciplinary team of evaluators that includes:

College of Nursing:

- Cynthia Gibbons, Ph.D., R.N.
- Mildred Omar, Ph.D., R.N.

Family and Child Ecology:

- Dennis Keefe, Ph.D.
- Holly Brophy-Herb, Ph.D.

Department of Psychology:

- Hiram Fitzgerald, Ph.D.
- Thomas Reischl, Ph.D.

This team is looking at the success of the Early Head Start program. The MSU team is a research partner with the Community Action Agency of Jackson, Lenawee, and Hillsdale counties. The partnership objective is to examine the pathways of family health and family use of and retention in services and programs for high-risk infants and toddlers. In addition, the team oversees one of 17 sites participating in a national randomized clinical trial of the effectiveness of Early Head Start. Grants and contracts totaling \$1.1M fund their part of a five-year national evaluation effort.

Schiffman says, “This partnership truly reflects the qualities of mutual respect, sharing, and good communications. We have shared two retreats, each other’s staff meetings, and we try to see each other’s points of view. CAA is committed to research and

evaluation in order to help them improve their programs, and I greatly admire them for their courage to participate in a clinical trial.”

Cynthia Gibbons, co-principal investigator on the MSU team, heads up a new study called Newborn B that applies national funding to a secondary evaluation of “father figures,” whether biological or male family members/friends. Over a three-year period, along with ten other national sites, she plans an investigation of the role of men who are raising children and are participating in the Early Head Start program in Jackson and at Greenville. She hopes the program will assist the men in their roles and responsibilities in the family and in encounters with social services. The ultimate goal will be to tailor services not only to women and children but also to men in order to foster a nurturing environment for children.

Gibbons says, “We’ve been able to bring unique practice-research perspectives to the table that make significant contributions to planning and implementation phases, leading to success in recruiting and retaining subjects.” Gibbons believes the benefits of university-community partnerships, such as the ability of the community to offer contextual insights about the meaning of community data, allow a series of “real-time” theoretical, empirical, and practical examples from which to create critical thinking exercises for the classroom environment. “University and community folks are committed to the education of future leaders; together they offer students an experience on a multidisciplinary team devoted to delivering the best services to low-income families.”

An additional study called “Defining Characteristics of Self-sufficiency” partners an MSU team comprising Bob Brown, Outreach Training Coordinator, Fitzgerald, Celeste Sturdevant Reed, M.S.W., MLIR, Rex LaMore, Ph.D., Director, Urban Affairs Center, Schiffman, and Brophy-Herb with Kreucher’s Community Action Agency.

Funded by the Jackson Community Foundation, the project is developing a model that seeks to define the pathway from limited self-sufficiency through involvement with program activities, to achieve outcomes that lead to building self-sufficient characteristics that may further lead to true self-sufficiency. Along the way, programs define outcomes and align themselves with these characteristics. The community has convened an advisory group from the Jackson area to guide the work of the team and help define the self-sufficiency characteristics. The project is one aspect of a larger community vision defining quality of life.

Brown says, “This project is an excellent example of how partnerships inform training. Our CHECK POINTS training series uses an outcome-asset impact model as its foundation. Lessons learned from this partnership will increase our understanding of the application of that model.”

Fitzgerald observes, “The CAA-Outreach partnership provides an excellent illustration of how multidisciplinary collaboration and community partnering can combine to assess the impact of programs designed to benefit young children and their families. Providing communities with proven 0-3 prevention programs enhances the quality of life for all members of the community, not just its infants and toddlers.”



Serving residents since 1965, **Community Action Agency** coordinates and implements a variety of community development, health, housing, work, and education programs. Their new logo, shown in this article, has energized and motivated staff and volunteers as they interact with their clients. Marsha Kreucher, Executive Director, says, “It’s refreshed our appearance and inspired us to change in valuable ways the way we do business, the way we interact with clients, and the way we educate the public.”

Community Action’s motto is You Can Do It! It’s their working theme as clients move toward self-sufficiency and improved quality of life for all family members. Other programs include Work First, Women, Infants & Children, School Readiness, Senior Food Program, Legal Services, Migrant Outreach Services, and many others.



Meet Barbara Fails

Barbara Fails’ broad academic and professional background predicts a positive future for Instructional Outreach services under her direction. She obtained her B.S. at Cornell University in the Department of Horticulture. Her doctorate was achieved at Virginia Polytechnic Institute and State University, Department of Horticulture, where she studied light acclimatization potential of Ficus benjamin and served as Graduate Teaching Assistant and Graduate Research Assistant for the department.



Fails became an assistant professor at Oklahoma State University where she taught undergraduate courses and advised students for four years. She came to MSU in 1985 as an assistant professor in the Department of Horticulture. She has taught many courses in the department; designed and taught non-credit short course certificate programs for commercial florists; advised retail garden centers and greenhouse owners as part of MSU Extension team initiative; developed innovative course scheduling options to increase enrollments; and written instructional manuals for four courses.

A very interesting story involves her innovative work with Sparty’s Flowers Fails founded this enterprise in 1987 to teach students retail business skills within a supervised commercial environment and to market student-grown plant materials. Annual gross sales in excess of \$150,000 directly supported the retail florist instruction program. Sparty’s Flowers remains the only flower shop on a university campus that serves an academic program.

Fails became an associate professor in 1998. She has served as assistant director, Instructional Outreach, College of Agriculture and Natural Resources, and has directed and developed instructional outreach programs for the College in credit and noncredit programs, continuing professional education, certificates, industry short courses, and undergraduate and graduate level instruction. She also collaborated with core faculty of the Liberty Hyde Bailey Scholar’s Program from 1997-1998, contributing to theory and development of the program, chairing the group that developed the BSP learning assessment model, and co-teaching ANR 210, “Foundations of Connected Learning.”

We welcome Dr. Fails to University Outreach. Please contact her with suggestions, ideas, and concerns about instructional outreach at MSU. Her e-mail is: <fails@pilot.msu.edu>.

America Reads and America Counts: Tutoring for Academic Success

by Karen McKnight Casey and Patricia Miller

Children need support from the earliest grades to build reading and mathematics skills that will lead to academic and career success. The America Reads Challenge a federally funded initiative, provides an opportunity for college students who are eligible for the federal work-study program to support teachers, complement parents, and help ensure that all children can read well and independently by the end of third grade. The fundamental purpose of American Reads is to expand existing literacy efforts to help children increase their skills and achievement levels by providing them reading help with individual and extended learning time.

Building on the success of America Reads U.S. Vice President Al Gore announced a complementary program in November 1998 called America Counts that follows the design model of the America Reads Challenge using work-study eligible university students to work as math tutors for elementary and middle school children. Tutors will assist young students in achieving the necessary skill levels to move into algebra and other high-level mathematics concept courses upon completion of the eighth grade. America Counts proposes a five-point challenge to:

- provide extra help in learning for students
- equip teachers with a solid understanding of the best methods of math instruction
- provide an engaging math curriculum for students

- utilize local, state, and federal resources to support coherent math programs
- build public understanding of the math skills necessary for students to achieve academic success

A major component of both America Reads and America Counts is the provision of additional work-study funds to colleges and universities, allowing them to employ college students as reading and math tutors. In 1997, in his role as chairperson of the Lansing schools' Blue Ribbon Panel, MSU President Peter McPherson committed a minimum of 100 MSU reading tutors, each working 8-12 hours per week, to assist 34 Lansing elementary schools. In 1998, the program expanded to include 6 East Lansing after-school programs. The MSU America Reads Challenge is a collaborative program involving the Vice Provost for University Outreach, the offices of the University President, Financial Aid, Student Employment, Teacher Education, Service-Learning Center, and the Young Spartan Program.

President McPherson has recently been named to the America Reads*America Counts Steering Committee of College and University Presidents and has committed MSU to participate extensively in the expanded program. Karen Casey, Director, Young Spartan Program and Coordinator, MSU America Reads says, "The America Reads Challenge at MSU has

proved beneficial, not only in helping to intensify the reading skills of elementary school children, but in providing university students on work-study with the opportunity to earn necessary dollars while making significant contributions to children in the Lansing area." Casey says that tutors report back that the experience is "essential and it works," is "helpful to students, teachers, tutors, everyone," that it "taught me not to give up... and to gain understanding of the challenges facing students and teachers," and that "I am helping others by encouraging and caring."

Participating teachers say that America Reads tutors are vital to their efforts. Not only do they help students build academic skills but also help them see additional positive options for the future. Casey concludes, "With America Reads as with Young Spartans, it is exciting to see many units of the university and school districts come together to orchestrate an outreach initiative that is mutually beneficial to elementary schools and university students. I am hopeful that America Counts will be equally successful."

I N S I D E O U T R E A C H



Announcing Best Practice Briefs

Outreach Partnerships has initiated a new publication called Best Practice Briefs. Briefs is not another newsletter but a way to enable decision makers and policy developers to have access to the human services knowledge developed and organized by MSU faculty.

Written by MSU faculty and edited by Betty Tableman, Outreach Fellow, Briefs are issued monthly. The introductory issue was released in October 1998. A year's subscription is \$25. The publication is mailed to subscribers across the country who are responsible for policy or planning, funding, and developing programs to improve outcomes for children, families, neighborhoods, and organizations.

The introductory issue addressed the paradigm shifts that are shaping the planning and delivery of human services. The November issue focused on the strength-based assets approach for improved outcomes. Upcoming topics include community mapping and full-service schools. In the planning stages are issues on approaches to evaluation based on assets-outcomes, how environmental scanning data can help shape effective services, parent-infant services, and community strategies to end hunger.

You may obtain a complimentary introductory issue or you can subscribe to the series by sending e-mail to Betty Tableman at <tableman@pilot.msu.edu> or by calling Outreach Partnerships at 432-2500.

Market Research Grants Available

The Office of the Vice Provost for University Outreach announces a Market Research Grant Program for Certificate Programming. A professional (post baccalaureate) certificate program is a sequence, pattern, or group of courses or contact hours that focuses on an area of specialized knowledge or information and that is developed, supervised, and evaluated by faculty members of the academic unit offering the program. Certificate programs can be offered for academic credit, for continuing education units, or not for credit.

Successful programs are most often developed in response to a specific need in the marketplace and are designed so that they can be replicated and continued for an indefinite period of time. University Outreach will assist units in developing and

implementing a market research plan to assess need and demand for a specific program.

Outreach will match departmental expenditures for market research up to \$1,500. The next proposal deadline is February 1, 1999, to be awarded by April 1, 1999, for a program launch of January 2000.

Contact Marcella Stewart, Director, Educational Ventures, at 355-0143, 355-0139, or by e-mail at <mstewart@pilot.msu.edu> for more information and for advice on preparation of proposals.

Early Editions of *Linkages* Available

The first two editions of Outreach Linkages Spring 1998 and Summer 1998, are available on request for those who did not have the opportunity to read them.

The Spring 1998 issue focused on the scholarship of outreach and featured a lead article by Acting Vice Provost Robert Church titled "Learning from Collaborations" that described the community-university partnership approach to scholarly outreach. An article titled "Planning, Evaluating, and Rewarding Outreach" by Patrick McConeghy, Associate Dean, College of Arts and Letters, described the work of the faculty Committee on Evaluating Quality Outreach and the development of Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach. Other articles described partnership work through Applied Developmental Science, designing faculty outreach portfolios, the Dexter Elmhurst Family and Community Services partnership, and an introduction to the Educational Ventures Office of University Outreach.

The Summer 1998 issue featured an article by Church on "Continuing Professional Education: A University Responsibility" and an article on the extensive SummerStudy programs offered statewide to undergraduates. Summer outreach projects involving faculty across campus were highlighted in articles about the Red Cedar Writing Project, urban planners at work in Detroit, environmental engineering students in design competitions, certificate programs for professionals, and the summer Great Lakes Environmental Journalism Training Institute offered to reporters by the Environmental Journalism Program.

Please contact Pat Miller, Editor, if you would like copies of these previous issues. Call 432-0743 or e-mail <mille193@pilot.msu.edu>.

FOODSERVICE 2000:

Foodservice Math Made Easy

by Patricia Miller

A new online self-taught program assists those who work in foodservice management in their understanding of how to compute basic foodservice problems to ensure sound decision making and avoid mistakes that impact the bottom line. The program was developed in the Department of Food Science and Human Nutrition, Colleges of Human Ecology and Agriculture and Natural Resources.

Developed by Diane L. Golzynski, MS, RD, and Stella H. Cash, MEd, MS, RD, the self-instructional math program uses MSU-developed CAPA software known as Computer-Assisted Personalized Approach. Dr. Edwin Kashy, University Distinguished Professor, Department of Physics and Astronomy, worked with numerous colleagues including Y. Tsai, D. Thaler, D. Weinshank, D. Morrissey, B. Sherrill, G. Albertelli, S. Wolfe, N. Davis, and M. Thoennessen to develop the CAPA software. The early work was done in 1992 and recent work has refined the system that is being used at over 40 colleges and universities.

CAPA individualizes each practice question and tells participants immediately if calculations are correct. Participants can learn the concepts on their own or with others and then apply what is learned to their personal question sets. No two question sets are the same. The CAPA system builds competence and confidence by allowing multiple attempts to reach the correct answers to practice questions.

"Foodservice 2000: Mathematical Problems in Foodservice Management" helps participants to accurately perform basic mathematical functions that are essential to menu planning and modifying and standardizing recipes. It also helps cost out a foodservice operation's recipes and enables the development of budgeting skills to enhance an organization's ability to reach financial goals.

This online program is a good example of outreach instruction tailored very specifically to an audience both on and off campus to train students, foodservice employees, and dietetic and culinary interns. Cash says, "The CAPA program is a non-threatening tool using today's computer technology that can be used for training and assisting workers and students to improve their math skills, particularly in the area of foodservice management."

The program cost is \$35 per individual use. The program can be ordered from Diane Golzynski or Stella Cash. For more information on adapting program content to the CAPA system, e-mail Diane Golzynski at <diane@capa.msu.edu>.

Outreach Partnerships Welcomes Patricia Farrell

by Patricia Miller



University Outreach Partnerships welcomes a new member to the team. Patricia Farrell, Ph.D., currently serving as a specialist in the Department of Family and Child Ecology, will be working half time with Outreach Partnerships while continuing work on an important joint initiative of MSU's College of Human Ecology and the Lansing school district called the Wexford Community School project. Farrell, co-director of the Wexford "community school collaboration" project with Rossi Ray-Taylor, Lansing's deputy superintendent for instruction, says, "The program is funded by a state of Michigan grant called Goals 2000. This grant looks at innovative strategies for better student achievement—best practices for students."

Farrell obtained her M.A. in social work from The University of Michigan and her Ph.D. from Michigan State University with a focus on educational administration. She worked for many years in the Lansing school district as an administrator before coming to MSU to develop career preparation programs and materials for use by 4-H groups to enhance life skills. Her own skills in administration and program development led to her selection to head the Wexford School project. Although funding for the proposal runs only through September 1999, MSU faculty and district personnel envision a longer-term relationship and want to see the school become a "learning community center" not only for K-5 and college students, but also for neighborhood residents. Farrell says, "Our goal is to help the district develop a comprehensive primary program that reflects developmentally appropriate practices, is family and community centered, and is focused on optimal academic and personal growth." Already, the school has a longer day and school-year length and increased parent participation. Plans are under way to locate community agencies and services within the walls of the school—the model known as a full-service school.

The idea for the community school project grew out of discussion in the Department of Family and Child Ecology to create an interesting and cutting-edge outreach project that would be community-based. To design the project, Farrell says they used tools and suggestions from the guidebook produced by the Evaluating Quality Outreach faculty task force called *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach*. Faculty members from the Center for Urban Affairs, the College of Nursing, Departments of Kinesiology and Teacher Education, and the Schools of Criminal Justice and Music joined the core planning team in 1996. Implementation plans for the project were well under way when the Goals 2000 grant was awarded in December 1997. Wexford Community School opened in the fall of 1998 with new hours, many new teachers, a new philosophy, and very excited students, parents, and administrators. Farrell says, "Reviewing the quality outreach indicators and talking with Annette Abrams from Outreach Partnerships really helped our team successfully lay the groundwork for the collaboration."

As part of the Outreach Partnership team, Farrell brings her professional skills and personal commitment to establish closer links between the university and the communities it serves and represents. "My particular interest is linking university resources and interests with community desires and needs," she says. Farrell feels that it's important for partners to understand they are in a mutually beneficial situation. "Collaboration has great benefits for both partners," she says firmly. "Not just one partner is the learner; both learn and grow through collaboration."

MSU's Points of Distinction Wins Award for Innovation

Lorilee R. Sandmann, Director of University Outreach, and Robert L. Church, Acting Vice Provost for University Outreach, accepted a prestigious award for innovation in higher education at the 83rd Annual Conference of the University Continuing Education Association (UCEA). The award was given for MSU's program *Points of Distinction: Planning and Evaluating Quality Outreach* that seeks to articulate the definition and standards of quality outreach and integrate and institutionalize these concepts into university planning, evaluation, and reward systems.

The MSU Evaluating Quality Outreach Task Force, chaired by Sandmann, led the *Points of Distinction* initiative by developing and disseminating the resource guide. The task force was instrumental in engaging the university's support to use this guidebook in the annual planning process and in reviewing promotion/tenure decisions; conducting national workshops and providing technical assistance; and applying the principles espoused in the guidebook to outreach grant reviews, portfolio development, peer review, and program development.

The *Points of Distinction* guidebook discusses four dimensions of quality outreach:

- **Significance** — To what extent does the outreach initiative address issues that are important to the public, specific stakeholders, and the scholarly community?
- **Attention to Context** — To what extent is the outreach effort consistent with the mission of the university, the stakeholders' needs, and the available expertise and resources?
- **Scholarship** — To what extent is the outreach initiative shaped by knowledge that is current, interdisciplinary, and appropriate?
- **Impacts** — To what extent does the outreach effort benefit and affect the issue, the community, or individuals or the university's instruction and research mission?

Sandmann says, "I find the discussion in higher education shifting from whether we should engage in outreach to how we can engage in **quality** outreach. There's a growing acknowledgment that higher education needs to transform itself to be more connected, agile, flexible, and responsive. And it needs to do this with constrained resources, greater accountability, and higher quality. I am pleased that MSU has been recognized for its contribution to this national effort."

For further discussion of the *Points of Distinction* guidebook, request a copy of the first issue of *Outreach Linkages* Spring 1998, from Pat Miller, Editor, at <mille193@pilot.msu.edu>.



The implicit images of "U" and "O" form the University Outreach mark. The mark illustrates the vision of the Outreach staff – to link the university's resources, knowledge, and experience to organizations, communities, and citizens in a scholarly effort to address pressing social problems, inform public policy debate, and discover new wisdom.

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Please visit University Outreach's web site at <http://www.msu.edu/unit/outreach/> for additional information on outreach resources.